

Module specification

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Module Code	NHS7G3
Module Title	An Introduction to Motivational Interviewing
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100246
Cost Code	GANP

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to MSc Advanced Clinical Practice for QA and assessment purposes.	Option

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	21 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	21 hrs
Placement / work based learning	0 hrs
Guided independent study	179 hrs
Module duration (total hours)	200 hrs

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Initial approval date	15/01/2025
With effect from date	15/01/2025
Date and details of revision	

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Version number	1

Module aims

This module aims to introduce practitioners working in health and social care to motivational interviewing, a way of talking with people to guide towards change and growth. Using the evidence base, the student will be able to justify the use of MI and apply knowledge of MI to practice. The student will be able to employ a range of skills in MI whilst embracing the mind-set and position of MI. The student will be able to critically reflect on their implementation of MI and plan how to sustain this into the future.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically reflect on how, why and when motivational interviewing can be employed in practice.
2	Display the 'spirit/mind-set' of motivational interviewing, including compassion, acceptance, partnership, and empowerment in practice.
3	Implement knowledge of motivational interviewing skills into motivational interviewing adherent practice.
4	Generate a motivational interviewing implementation plan to enable sustained motivational interviewing development in a relevant field of practice.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

1. Practical simulation – students will undertake a role/real play scenario where the aim is to talk with someone about change and growth to strengthen the person's own commitment and motivation. The students will be assessed on their MI adherent practice. 20-minute sample of practice.
2. Portfolio – students will complete a portfolio which will include critical reflection throughout their practising of MI and an MI implementation plan. 3000 words.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	2 and 3	Practical	70%



2	1 and 4	Portfolio	30%
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Derogations

N/A

Learning and Teaching Strategies

- Use of real play to allow for deeper experiencing of MI by emotive learning.
- Modelling the mind-set of MI to allow for experiencing MI and MI spirit.
- Use of role play to practise micro skills.
- Use of technology such as YouTube videos, generative AI/simulation/VR, Padlet, Menti.com and Wordcloud to enhance learning engagement by gradually introducing group work, making learners feel comfortable to practise and interact.
- Options for authentic reflective practice – including but not exhaustive, the use of blogs, panopto videos, reflective journalling, art and poetry to prompt authentic reflective practice during MI implementation to inform summative portfolios.
- Have the module facilitated by a Motivational Interviewing Network of Trainers member who upholds the values of quality, openness, generosity and respect. In this sense students should expect professionalism, curiosity, humility, reflectiveness, collaboration, kindness, and listening communication from the module facilitator.
- Individual reflection, small group work, large group discussion.
- Use of research, theory and patient and practitioner quotes.
- Creation of a learning community and future MI network invitation.

Indicative Syllabus Outline

The syllabus is designed to develop an appreciation of MI and allow students to experience the mind-set and skills used in the practise of MI. Students will explore why, how and when MI might be used and put the skills into immediate practise.

Students will engage in discussions about their own experiences working with people who may wish to explore change and growth and will reflect on the use of MI in real-world scenarios.

Students will participate in real and role play, creating an immersive and interactive supportive learning environment. Students will receive clear, respectful and actionable feedback on their skills.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Miller, W.R. and Rollnick, S. (2023) *Motivational Interviewing: Helping People Change and Grow*. New York: The Guilford Press.

Other indicative reading

Marshall, C. and Nielsen, A.S. (2020) *Motivational Interviewing: for Leaders in the Helping Professions*. New York: 1st ed. The Guilford Press.



Miller, W.R. and Rollnick, S. (2013) *Motivational Interviewing: Helping People Change*. 4th ed. New York: The Guilford Press.

Moon, J. A. (2006) *A Handbook of Reflective and Experiential Learning* Taylor & Francis Ltd.

Rollnick, S., Miller, W.R. and Butler, C.C (2022) *Motivational Interviewing in Healthcare: Helping Patients Change Behaviour*. 2nd ed. New York: The Guilford Press.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).
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